Arizona's Common Core Standards

English Language Arts/Literacy Sample Module Content Framework

6th - 8th Grade



ARIZONA DEPARTMENT OF EDUCATION ACCOUNTABILITY AND ASSESSMENT

DRAFT

January 2013 Publication

The materials contained herein are intended for use by Arizona teachers; however, permission is hereby granted to teachers and non-profit organizations/institutions to reproduce these materials for their own or classroom use, provided copyright notices are retained as they appear in the publication. For profit use is strictly prohibited.



6th – 8th Grade ELA Module A

The number of reading, writing, and research suggestions are the same across the three grade levels, although the complexity and rigor continues to spiral upwards.

		Reading Col Texts RL/Rl.6.10	mplex		Writing to Texts W.6.1-6, 9-10, RL/Rl.6.1-10				Research Project W.6.1, 2, 4–9, RL/Rl.6.1–10
		1 Extended Text	3-5 Short Texts		Routine Writing	4–6 Analyses	1–2 Narratives		1 Research Project
	A	Literature	Literature: 2–3 Informational texts: 1–2	, v	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures		Integrate knowledge from sources when composing
Modules	В	Informational	Literature: 2–3 Informational texts: 1–2		Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures		Integrate knowledge from sources when composing
MOM	c	Literature	Literature: 2–3 Informational texts: 1–2		Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures		Integrate knowledge from sources when composing
-	D	Informational	Literature: 2–3 Informational texts: 1–2		Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures		Integrate knowledge from sources when composing
_									
		Cite evidence Analyze conte RL/Rl.6.1 RL/Rl.6.2–9, SL.6.		For Rea	ading and Writ	ing in Each M	odule*		
				2-3	tudy & apply grammar 6.1–3, SL.6.6	Study & app vocabulary L.6.4–6			Report findings SL.6.4–6

Reading Complex Texts

- Literature includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics
- Informational texts/literary nonfiction include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience
- Extended Texts include full-length work of literature (such as a novel or a play)



Table of Contents

Notes	5
Vocabulary Template	6
Extended Text	7
1 Extended Text: Little Women	7
Day 1 LITTLE WOMEN Chapters: 1 through 4 Pages: 3 – 61 (dependent on the version of t being used)	
Day 2 LITTLE WOMEN Chapters: 5 through 8 Pages: 62-108 (dependent on the version of being used)	
Day 3 LITTLE WOMEN Chapters: 9 through 12 Pages: 109-178 (dependent on the version being used)	
Day 4 LITTLE WOMEN Chapters: 13 through 16 Pages: 179-224 (dependent on the version book being used)	
Day 5	12
Day 6	13
Day 7	14
Day 8	15
Day 9	16
Day 10	17
Day 11	18
Day 12	19
Little Women - Movie or Opera	20
Day 13	20
Little Women Performance-Based Assessment	21
Day 14	21
Little Women Summative Assessment	22
Day 15	22
3 – 5 Short Texts	26
Literature 1	26
I Hear America Singing by: Walt Whitman	26
Literature 2	27
I, Too, Sing America	27



Literature 3	28
Informational Texts	29
Informational 1	29
Informational 2	30
Writing about Texts	31
Analytic Writing: 4-6	31
Narrative Writing: 1-2	33
Research Projects	34
TOPIC SUGGESTION	34
Rubric	34



Notes

Rather than dictate how teachers should use these materials, information is broken down by sets of chapters. Each set provides ample choices for teachers/students to select from several options to:

- promote rich, text-dependent discussions
- generate routine writing assignments
- demonstrate understanding through formative assessments
- participate in CCSS based activities (i.e. research projects)

Although each activity/discussion starter/routine writing/assessment is aligned with one or more CCSS, depending upon how it is used, it could align with another strand as well.

One suggestion to cover the daily reading requirement would be:

- first chapter read by the teacher
- second chapter read by students, round robin style
- third chapter read by pairs of students quietly
- fourth chapter read for homework

Pairing students up strategically may provide built-in scaffolding for diverse learners.

Audio files, especially for the chapter that is to be read at home, could be produced as an accommodation.

Vocabulary Note: The focus of the text vocabulary words is primarily on tier two words. The following document could be used both as a diagnostic assessment and a learning tool. It could be modified/differentiated by changing the number of words required to complete. The number of words per set of chapters will decrease throughout the book.

Vocabulary Template

LITTLE WOMEN – Vocabulary	Chapters
----------------------------------	----------------------------

Complete the table to determine what you already know. Then fill the rest of the table in as you/we read and discuss each chapter.

Word	Definition/s	With Affixes	Sentence
Chapter 1			
content	1.happy, satisfied 2. what is in a container 3. what is dealt with in a book, speech, etc.	discontent, contented, contentedly, contentment, contently, contents	 Beth is generally a content person. The contents of the jar spilled out onto the table. Look for the page number of this chapter in the table of contents.



Extended Text

Standards: RL.1 _X_	RL.2_X_	RL.3_X_	RL.4_X_	RL.5_X_	RL.6_X_	RL.7_X_	RL.8_n/a_	_ RL.9X_	
RI.1 _X_	RI.2_X_	RI.3_X_	RI.4_X_	RI.5_X_	RI.6_X_	RI.7_X_	RI.8_X_	RI.9_X_	

1 Extended Text: Little Women (3 weeks) Lexile: 1160

Day 1

LITTLE WOMEN

Chapters: 1 through 4

Pages: 3 – 61 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessment:

1. 6.L.5 / 6,7,8.RL.4

Explain what the author is trying to convey by including the following figure of speech:

A quick, bright smile went around like a stroke of sunshine. (chapter 1)

- 2. 6.RL.3 / 6,7,8L.2 / 6,7L.3 Write a complete, compound-complex sentence, based on evidence in the text, which describes the physical characteristics of ONE or more of the following characters:
 - a. Marmee
 - b. Jo
 - c. Beth
 - d. Amy
 - e. Meg
 - f. Hannah
 - g. Mr. Laurence
 - h. Laurie
- 3. 6.RL.5 Which event, based on the text, happened between event "a" and event "c"?
 - a. Beth went to buy oysters from the fish shop, and saw Mr. Laurence.
 - b.
 - c. A poor woman walked out holding a big, slippery fish.

If you have a different answer than someone else discuss the possibility that you are both correct.

4. 6.RL.4 The time period in which a story is set is often conveyed through fashion, transportation, dialogue, etc. Using that information, describe the time period. Cite evidence from the text.



Vocabulary:

<u>Chapter 1:</u> content, alter, regret, atmosphere, resolve

<u>Chapter 2:</u> present, vain, conscious, settle, produce, resolute, immense

Chapter 3: threat, declare

Chapter 4: ambition, consent, diligent, possess, refuge, remorse





Day 2

LITTLE WOMEN

Chapters: 5 through 8

Pages: 62-108 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessment:

- 1. 6,7.RL.1 / 6.L.5a / 6,7,8.RL.4 Cite evidence from the text to explain what Laurie means when he says to Jo, "Nothing; it's as dull as tombs up here."
- 2. **6L.4**, **6.SL.1** Re-read the sentence on p. 78 of Chapter 6 which has the word **championship** in it. Break the word down: champ, champion, championship. Explain how the meaning changes as you add more affixes.
- 3. 6,7,8.W.1 Write an argument, based on textual evidence, justifying or condemning Mr. Davis' actions, regarding the incident at school with the limes.
- 4. 6.RL.5 List and explain three references to anger in chapter 8.

Vocabulary:

Chapter 5: advice, advise, scandalizing, resolved, bashfulness, solitary, frank, obliged

Chapter 6: flourished, influences, enticements, anecdotes, conquer, cordially

Chapter 7: infringed, conceit

Chapter 8: condemning, remorse, confide



Day 3

LITTLE WOMEN

Chapters: 9 through 12

Pages: 109-178 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RL.1 What lesson did Meg learn during her stay with Sallie? Explain the events that led to her learning the lesson.

- 2. 6,7,8.RL.1 List at least three reasons why the "fine day" activities would be a challenge for some/most Arizonans? Are they challenging because of the different time periods, because of the geographic location, or another reason? Explain.
- 3. 6.RL.5 Select one to answer:
 - a) Based on evidence presented in the text, how did **Beth** feel before, during, and after "the experiment"?
 - b) Based on evidence presented in the text, how did **Amy** feel before, during, and after "the experiment"?
 - c) Based on evidence presented in the text, how did **Meg** feel before, during, and after "the experiment"?
 - d) Based on evidence presented in the text, how did **Jo** feel before, during, and after "the experiment"?
- 4. 6,7,8.RL.3 What did Beth bring in from the mailbox for Marmee, Meg, Jo, Amy, and herself? Which do you perceive to be the most significant? Why?

Vocabulary:

Chapter 9: replenish, disfavor, consented, amiable, reconciled, accomplished

Chapter 10: aspiring, allusion, amiable

<u>Chapter 11:</u> tranquility, conducted, palatable, chagrin

Chapter 12: complacency, enlivened, absurd, demeanor, embarked, situated, aversion



Day 4

LITTLE WOMEN

Chapters: 13 through 16

Pages: 179-224 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

- 1. 6.RL.2 Explain the requirement to be in "The Busy Bee Society". (Chapter 13)
- 2. 6,7,8.L.4, 5 How are the words splendid and splendor related in their meaning? (Chapter 13)
- 3. 6.RL.3 Describe the two events, using evidence from the text, that most affected Jo in Chapter 14.
 - a. Event 1
 - b. Event 2
- 4. 6,7,8.RL.4 What phrases does the author use to describe the mood of the March sisters? (Chapter 15)
- 5. 6,7,8.RL.2 What advice does Mrs. March give her daughters before she leaves? (Chapter 16)

Vocabulary:

Chapter 13: luxuriously, fume, aromatic, obliged, splendor, splendid, subjection, exploit

Chapter 14: composed, ordeal, discontented, disheveled, exult

Chapter 15: pensively, despondent, assurances, vain

Chapter 16: earnestness



Day 5

LITTLE WOMEN

Chapters: 17 through 20

Pages: 225-265 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RL.3 Use quotes from the text to explain how the illness and death of the Hummel baby affected Beth. (Chapter 17)

2. 6.RL.5 / 6.RL.3 Why didn't Hannah, or anyone else, tell Mrs. March that Beth was ill? (Chapter 18)

3. 6.RL.3 / 6.RL.5 Describe Esther/Estelle and her effect on Amy. (Chapter 19)

4. 6,7,8.RL.1 Did Amy change during her stay with Aunt March? Provide evidence to support your position. (Chapter 20)

Vocabulary:

<u>Chapter 17:</u> virtue, exertions, consoled, slyly

Chapter 18: deceive, devoted, imploringly, incoherent, piteous

Chapter 19: docile, amiable, indulgence, virtue, reprehensible, endure

Chapter 20: genuine, fatigue, unspeakable, ambitious, meddle



Day 6

LITTLE WOMEN

Chapters: 21 through 24

Pages: 266-321 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RL.3 Explain, based on evidence presented in the text, how trust is built and broken in this chapter. (Chapter 21)

2. 6,7.L.5 What is the rhyming pattern and the main idea of "The Jungfrau to Beth"? (Chapter 22)

3. 6,7,8.RL.1 How did Aunt March inadvertently sway Meg's decision about Mr. Brooke? (Chapter 23)

4. 6,7,8.RL.1 Use evidence from the text to describe Mr. March. (Chapter 24)

Vocabulary:

Chapter 21: contraries, patronizing, reserve, discretion, descended, imperious

Chapter 22: prevail, treacherously

Chapter 23: plague, opposition

Chapter 24: attributes, appeased, lamenting



Day 7

LITTLE WOMEN

Chapters: 25 through 28

Pages: 322-372 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RL.4 Use words/phrases from the book to describe how the girls looked on Meg's wedding day. (Chapter 25)

2. 6,7,8.RL.1 What does Amy learn about the difference between talent and genius? (Chapter 26)

3. 6.RL.1 How did Jo's writing cap signify her mood to her family? (Chapter 27)

4. **6.RL.3** Explain what happened after John sent the jars, sugar, and helper home to Meg, but **before** he brought home a guest for dinner. (Chapter 28)

Vocabulary:

Chapter 25: impetuous, pledge, promenading

Chapter 26: genius, pervaded, subsided, persevered, cultivate, fervently, foibles, diverted

<u>Chapter 27:</u> infuriated, disquiet, adversity

Chapter 28: fortitude, indignation, reproach, exert, assuage, prudent



Day 8

LITTLE WOMEN

Chapters: 29 through 32

Pages: 373-432 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.W.2 Compare/contrast Amy's and Jo's opinions about getting dressed up to go visiting. (Chapter 29)

2. 6,7,8.RL.3 Describe Amy's feelings during the day of the fair, and how it led to an invitation to travel abroad. (Chapter 30)

3. 6,7,8.RL.1 Describe three things Amy saw on her journey to Europe that shaped her personality. (Chapter 31)

4. 6,7,8.RL.2 Why are Marmee and Jo worried about Beth? Provide evidence from the text. (Chapter 32)

Vocabulary:

Chapter 29: rash, shirking, array, alluded, aversion, alacrity, impertinent, inquiry

<u>Chapter 30:</u> duly, exerted, conduct, perturbed, adhered, zeal, merit

Chapter 31: bouquet, relics

Chapter 32: evaded, resign, vengeance, ardent, render, significantly



Day 9

LITTLE WOMEN

Chapters: 33 through 36

Pages: 433-490 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RL.1 If Jo meant to teach her "two new girls" (charges) a lesson by telling the story "The Seven Bad Pigs", what might each of the pigs represent? (Chapter 33)

2. 6.RL.4 Explain the author's reference to "Jack and the Beanstalk" as it relates to Jo. (Chapter 34)

3. 6.RL.5 Explain Jo and Laurie's discussion in the grove. What was the outcome? (Chapter 35)

4. 6.RL.3 What changes did Beth experience while Jo was away? What did Jo propose to do about it? (Chapter 36)

Vocabulary:

Chapter 33: diverted, virtuously, emphatically

<u>Chapter 34:</u> conferred, esteem, reproaching, inconsolable

<u>Chapter 35:</u> fortified, resolute, penitent, tempestuously

Chapter 36: reserve, prevailed



Day 10

LITTLE WOMEN

Chapters: 37 through 40

Pages: 491-547 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

 6,7,8.RL.2 Use words/phrases from the book to describe Amy and Laurie's reunion. (Chapter 37)

2. 6,7.RL.3 What does Meg do that makes John feel "shut out"? Where does John go in the evenings? (Chapter 38)

3. 6.RL.2 How has Amy's desire to become a famous artist changed? (Chapter 39)

4. 6.RL.1 What did Beth do for the school children? (Chapter 40)

Vocabulary:

<u>Chapter 37:</u> sundry, reprehensible, quandary

Chapter 38: abdicate, seclusion, confinement, eminently

Chapter 39: depravity, efficacious

Chapter 40: inevitable, concocting, seldom, serenity, reverent



Day 11

LITTLE WOMEN

Chapters: 41 through 44

Pages: 548-601 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RL.2 Where does Laurie go after Amy scolds him, and how does he spend his time? (Chapter 41)

2. 6,7,8.RL.1 Who helped Jo through the grieving process for Beth? How? Be specific. (Chapter 42)

3. 7,8.RL.6 Describe the author's point of view of being an unmarried woman over the age of 25. (Chapter 43)

4. 6,7,8.RL.1 How have Amy's views about wealth and money changed? (Chapter 44)

Vocabulary:

<u>Chapter 41:</u> advisers, indulged, distinguish, embodied, desultory, resentful

Chapter 42: ceaseless, mortified, astonished, discreet

<u>Chapter 43:</u> spinster, solitary, cordial, conviction

Chapter 44: covetousness, idle, malicious, obligingly, imitate



Day 12

LITTLE WOMEN

Chapters: 45 through 47

Pages: 602-629 (dependent on the version of the book being used)

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RL.1 Describe the personality traits of Demi and Daisy. (Chapter 45)

2. 6,7,8.L.5, 6,7,8.RL.4 Analyze Jo's poem "In the Garret". Include: rhyme scheme, theme, main idea, and its effect on Mr. Bhaer. (Chapter 46)

3. 6.RL.5 How does the death of Aunt March effect the rest of the family? (Chapter 47)

Vocabulary:

<u>Chapter 45:</u> propriety, precocious, evasions, dismay

Chapter 46: promenades, exulted, despairing, trudge, contradictions, abashed

Chapter 47: rampant, penitent, lull





Little Women - Movie or Opera

Day 13

Watch LITTLE WOMEN movie or Watch LITTLE WOMEN Opera (Adamo, Mark, 1998).

CCSS: 6.RL.7

Activities/Routine Writing/Discussion Starters/Assessments:

- 1. 6,7,8.W.4 Have students take Cornell notes during the movie.
- 2 6,7,8.SL.1c Write, then ask/discuss questions during the movie that can be used for discussion starters afterwards.
- 3 6,7,8.RL.7 Note things that are different in the video version than in the book. Does the difference enhance or detract from the storyline? Defend your answer.





Little Women Performance-Based Assessment

Day 14

Administer Performance component of summative assessment (writing)

Students may select one/two of the questions to write extended responses to.

- 1) 6,7,8.RL.3 Select one of the following characters: Laurie, Meg, Amy, Jo
 - How did the author develop the character? (How does the character grow/mature/change from the beginning, to the middle, to the end of the book?) Provide an example from the text for each part.
- 2) 6.RL.5 What was Amy's revenge on Jo, and how did the consequence of it almost end her life?
- 3) 6.RL.5 Use quotes/evidence from the text to explain how Beth's illness affected Amy and explain whether or not the stay with Aunt March had long term ramifications.
- 4) 6.RL.5 Describe, using evidence from the text, the luncheon she planned and the lesson Amy learned from the luncheon she planned for her art class friends.
- 5) 6,7,8.RL.3 Compare/contrast Jo's demeanor at each home they visited in chapter 29.
- 6) 7.RL.5 Analyze the poem "My Beth". What is the theme? Main idea? Rhyme pattern? Mood?



Little Women Summative Assessment

Day 15

Administer Little Women Summative Test

Chapters 1 – 4

6,7,8.L.4 Vocabulary

Put into your own words what the author means, paying particular attention to the underlined words

VV	Tus.
1)	"In spite of her small <u>vanities</u> , Margaret had a sweet and pious nature, which <u>unconsciously</u> influenced her sisters, especially Jo, who loved her very tenderly, and obeyed her because her advice was so gently given."
2)	"Believing that they could not begin too early to <u>cultivate</u> energy, industry, and independence, their parents <u>consented</u> , and both fell to work, with the hearty good will which in spite of all obstacles is sure to succeed at last."
3)	6,7,8.RL.6 Citing examples from the text, explain how Louisa May Alcott, the author, develops the point of view of the narrator.
Ch	apter 5 – 8
1)	6,7,8.L.4a p. 65 Use context clues in the sentence to determine the meaning of the word: pate
	Write the definition of the word in your own words, followed by a sentence of your creation, using the word correctly.
2)	8.RL.3 Using quotes from the text, explain the role Mr. Laurence, the old gentleman, plays

in the book.



3)	6,8.RL.3 Write an X next to all the statements that are true about Amy's classroom. After each sentence, write the page number and a phrase from the sentence that proves the statement true or false.
	Jenny Snow was given a lime Amy attended an all-girls school.
	The students all adore their teacher.
	There were approximately 30 students in Amy's class.
	Standing on the platform was worse than being struck.
Ch	apter 9 – 12
1.	6,7,8.RL.1 What words/phrases does the author use to describe Laurie's reaction to Meg at the party?
2.	6,7.RL.6 Select an article from "The Pickwick Portfolio". Explain how the author (one of the four sisters) develops her point of view.
3.	6,7,8.RL.1 Cite evidence from the text that supports the lesson that Marmee taught her daughters about work versus leisure time.
4.	6,7.RL.1 When asked if she would attend the outing with the English visitors, Beth replied that she would go if:
	Jo took care of her.
	She didn't have to sing.
	The boys paid her a lot of attention.
	She could be the captain of a croquet team.
	ter each sentence, write the page number and a phrase from the sentence that proves the stement true or false.
Ch	apters 13 – 16
1.	6.RL.5 Explain how the foreshadowing of Beth's death is developed in chapter 13. Use excerpts/quotes/evidence from the text.
2.	6.RL.2 Sequence the following events by placing a number on the line.
	Meg helps her mother pack.
	Laurie takes a note to Aunt March.
	Beth is sent to ask Mr. Laurence for wine.
	Jo tells Mrs. King that her mother cannot come.





3. 6,7,8.W.5 Write a paragraph comparing/contrasting two letters written in chapter 16.

Chapters 17 - 20

- 1. 6.RL.3 Using quotes/phrases/evidence from the text, explain what lessons Jo and Meg learned from Beth's illness.
- 2. 6.RL.2 List five things Amy saw in the Indian cabinet.
- 3. 7.RL.1 What words/phrases does the author use to reveal Jo's dislike for the budding romance between Mr. Brookes and Meg?

Chapters 21 – 24

- 1. 6, 7, 8.RL.2 Write a paragraph comparing Laurie's pout about the quarrel with his grandfather with Amy's pout about Meg and Jo for not letting her go with them to the theater.
- 2. 6.RL.3 Select one of the March sisters. Explain Mr. March's observations of the changes he noticed in her since he has been away.
- 3. 7.RL.6 What evidence does the author give for the family's reaction to the engagement of Meg and Mr. Brookes?
- 4. 6, 7, 8.RL.4 Use specific words/phrases from the text to describe "Dovecote".

Chapters 25 – 28

- 1. 6, 7, 8.RL.1 Why was Aunt March "scandalized" when she arrived at the wedding?
- 2. 7.RL.4 Why does Jo feel so misjudged about her book?
- 3. 6, 7, 8.RL.3 How does Sallie's influence get Meg into trouble, and how did Meg solve the problem?

Chapters 29 – 32

- 1. 7.RL.3 How did Jo and Laurie help Amy to be successful at the fair?
- 2. 6,7,8.RL.1 Describe two meetings that Amy and Fred had. What evidence does the author present to show that their friendship is growing?
- 3. 6.RL.5 Give evidence from the text that explains why Jo wants to go away for the winter.

Chapters 33 - 36

1. 6.RL.1 How does Jo describe Professor Bhaer the first time she sees him?



- 2. 6, 7, 8RL.3 How does it happen that Jo begins to learn how to speak German?
- 3. 6.RL.4 Why does Jo begin to have second thoughts about the kinds of stories she's writing?
- 4. 6, 7, 8 RL.1 How does Laurie handle the news that Jo does not feel the same way about him that he feels about her? What does he do after they are done talking?
- 5. 8.RL.3 What do Jo and Beth learn about each other on their trip?

Chapters 37 - 40

- 1. 6.RL.3 Are Amy and Laurie a good pair? Why or why not? Provide evidence from the text to support your viewpoint.
- 2. 8.RL.3 What does Marmee suggest to resolve Meg's dilemma in chapter 38? Does it work? Support your answer with evidence from the text.
- 3. 6, 7, 8.RL.3 How does Laurie react to Amy's nickname for him, "Lazy Laurie"?

Chapters 41 – 44

- 1. 6, 7, 8.RL.3 Why did Amy change her mind about wanting to marry Fred Vaughn?
- 2. 6.RL.2 How did the March family react to the news of Amy and Laurie's engagement?
- 3. 8.RL.3 Which was more startling to Jo: finding out that Amy and Laurie were already married, or finding Mr. Bhaer at her front door? Cite evidence to support your choice.
- 4. 6.RL.3 How have Amy's view about money changed?

Chapters 45 – 47

- 1. 8.RL.3 Do you agree or disagree with Mr. March's explanation to Demi about the mind/body connection? Support your answer with evidence from the text.
- 2. 6, 7, 8.RL.1 Give three examples of Jo's behavior that gave Mr. Bhaer reason to be confused about her feelings for him.



3 - 5 Short Texts

Literature 1

(3 days)

Title: I Hear America Singing (Whitman, Walt 1819-1892)

Location: http://www.blackcatpoems.com/w/i hear america singing.html

I Hear America Singing

by: Walt Whitman

I hear America singing, the varied carols I hear,

Those of mechanics, each one singing his as it should be blithe and strong,

The carpenter singing his as he measures his plank or beam,

The mason singing his as he makes ready for work, or leaves off work,

The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,

The shoemaker singing as he sits on his bench, the hatter singing as he stands,

The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at sundown,

The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,

Each singing what belongs to him or her and to none else, The day what belongs to the day--at night the party of young fellows, robust, friendly,

Singing with open mouths their strong melodious songs.

Activities/Routine Writing/Discussion Starters/Assessments:

- 1. 6,7,8.W.1 Write an argument for or against gender bias, as you may see it in this poem.
- 2. 6,7,8.RL.1 What do all the people in the poem have in common?
- 3. 6,7,8.L.5 Explain Whitman's use of rhythm, metaphor, repetition, and imagery.
- 4. 6,7,8.RL.4 What is the connotative meaning of the word **Carols** in line one? Explain.
- 5. 6,7,8.RL.1 How does Whitman compare the sounds of labor (work) with music?
- 6. 6,7,8.RL.5 How does the structure of the poem contribute to its meaning?
- 7. 6,7,8.RL.2 Determine, analyze, and explain the theme of this poem.
- 8. 6,7,8.W.7 Read a bit about Walt Whitman. What was going on during American history when he wrote this poem?

Connections: I, Too, Sing America by Langston Hughes

6,7,8.L.4 Vocabulary: blithe, mason, ploughboy



Literature 2

(2 days) Lexile: 610

Title: I, Too, Sing America (Hughes, Langston 1902-1967)

Location: http://www.poets.org/viewmedia.php/prmMID/15615

CCSS: RL.1, RL.4, RL.6, RL.9

I, Too, Sing America

by Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.

Activities/Routine Writing/Discussion Starters/Assessments:

- 1. 6.RL.9 Interpret the similarities and differences between the two poems.
- 2. 6,7,8.RL.2 What is the overall theme of Langston's poem?
- 3. 6.RL.6 What words/phrases convey the author's point of view?
- 4. 6,7,8.W.7 Read a bit about Langston Hughes. What was going on during American history when he wrote this poem?

Connections: I Hear America Singing by Walt Whitman

Vocabulary: None



Literature 3

(2 days)

Title: Novel excerpt from **The Adventures of Tom Sawyer** (Twain, Mark 1835-1910)

Location: School textbook

Activities/Routine Writing/Discussion Starters/Assessments:

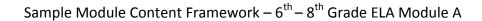
- 1. 6,7,8.RL.4 / 6,7,8.RL.4C / 6,7,8.L.5 Research and discuss what the following idioms mean:
 - a. "going into captivity and fetters"
 - b. "not fit to hold a candle to"
 - c. "to wet your whistle"
 - d. "to get your goat"
- 2. 6,7,8.RL.7 Who were Mark Twain and Tom Sawyer? What were they known for?
- 3. 6.RL.3 Fill the missing events from the story timeline, based on evidence from the text:
 - Tom discovers one of his teeth is loose.
 - •
 - Sid slept through all of Tom's groaning.
 - Sid brings Mary and Aunt Polly to Tom's bedside.
 - •
 - Tom enjoyed his popularity because of the gap between his front teeth.

Summative Assessment -

- 1. 6,7,8.RL.1 How does the author describe Tom's feelings about school? List specific words and phrases.
- 2. 6.RL.3 Why does Tom decide **NOT** to use his loose tooth as a "starter"?
- 3. 6,7,8.W.1b Think of an excuse a student may use to get out of coming to school. Compare and contrast your idea with one of Tom's. Which would have the higher likelihood of success? Why?
- 4. 6.RL.9 Which character from <u>Little Women</u> is Tom most like? Give specific evidence from the texts to support your answer.

Connections: To time period of other stories and extended text

Vocabulary: occur, reserve, exertion, anxious, adhere (adherent)





Informational Texts

Informational 1

(1 week) Lexile: 1530

Complexity: Very Complex

Title: Narrative of the Life of Frederick Douglass - Preface (Garrison, William Lloyd 1805-1879)

Location: http://www.questia.com/PM.qst?a=o&d=97002080

Note: To further enhance students' experience with this text, consider having it read aloud the first time by a powerful male orator, perhaps an actor/lawyer? It would aid students in seeing/hearing another example, besides their teacher, in preparation for meeting their own Speaking and Listening requirements.

See attachment: Preface To Frederick Douglass' Book

Activities/Routine Writing/Discussion Starters/Assessments:

- 1. 6,7,8.RI.2 Who was Frederick Douglass?
- 2. 6,7,8.RI.2 Who, as cited by Mr. Garrison, was fortunate to hear Mr. Douglass speak, and why?
- 3. RI.1 What does Garrison infer by explaining the reaction to the evidence presented to the white people from the north?
- 4. RI.2 Discuss, then write a response to the many examples given in the preface that lead the reader to the desired conclusion of antislavery.
- 5. 6,7,8.RI.1 What is the main idea of this preface?
- 6. 6.RI.2 Give three personality traits of Douglass, based on the text.
- 7. 6,7,8.RI.5 How does Garrison structure his preface?
- 8. **6.RI.3** Explain Daniel O'Connell's comparison between the white slave and the black slave.

Summative Assessment

- 1. 6,7,8.RI.1 Besides Douglass, cite three examples of slavery mentioned in the preface written by Garrison. Explain their significance.
- 2. 6,7,8.RI.1 Compare/contrast the treatment of a slave in Maryland with a slave in Georgia, Alabama, or Louisiana.
- 3. 6,7,8.RI.9 Which other character from our readings might have used the following quote:

"how heavy was the midnight of woe which shrouded in blackness the last ray of hope, and filled the future with terror and gloom!"



Vocabulary: perceive (perception), hazards (hazardous), unanimous, incident, feign, endeavor, encounter, character, coincide, indignant

Informational 2

(optional - 2 days)

Title: ONE CHILD'S LABOR OF LOVE

Location: School textbook

CCSS: RI.2

Activities/Routine Writing/Discussion Starters/Assessments:

1. 6,7,8.RI.5 What significance to the passage is the following sentence?

"The perception that I had was that child labor is all in the deep, dark back alleys, [where] no one can see it, beyond public scrutiny. But the truth is it's practiced in the open".

2. **6,7.Rl.7** Create a timeline to show Kielberger's progress in eliminating child labor/slavery from 1996 to 1999. What progress has he made since then?

Summative Assessment

- 1. 6,7,8.RI.1 Cite three examples of evidence showing Kielberger's intolerance for child labor and/or slavery.
- 2. **6,7.RI.6** Are Kielberger's interactions with children the same or different than his interactions with influential adults?

Connections: The time period of some of the other texts used in Module A is the mid-1800's, which was the time of the American Civil War. This informational text discusses the issue of slavery in current times.

Vocabulary: prestigious, advocates, scrutiny, mediation



Writing about Texts

- Routine Writing requires that students respond to prompts designed to answer
 questions and even to brainstorm ideas the type of writing critical for improving
 reading comprehension as well as for building writing skills.
- Analytic writing requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, and analyzing and presenting that evidence in writing.
- Narrative Writing requires students to hone their skills writing about real or imagined
 experiences or events. It can also be an additional opportunity to reflect on and to
 emulate what they have read through imaginative writing.

Standards: W.1_X_	W.2_a,b_	W.3_X_	W.4_X_	W.5_X_	W.6_X_	W.7_X_	W.8_X_	W.9_X_
L.1X_	L.2_X_	L.3_X_	L.4 c, d_	L.5_X_	L.6_X_			

Analytic Writing: 4-6

Analytic Writing 1: 6,7.W.9 Compare/contrast Aunt Polly from The Adventures of Tom Sawyer with Marmee from LITTLE WOMEN. How do they interact with the youngsters in their homes? What words and actions from the text show that they care for the children? (Cite specific page numbers.)

<u>Analytic Writing 2:</u> 6,7,8.Rl.1 Based on evidence in the text, explain Garrison's point of view towards slavery in general, and of Douglass in particular?

Analytic Writing 3: 6,7,8.W.8 Compare/contrast the movie and the book of *Little Women*.

<u>Analytic Writing 4:</u> 6,7,8.W.9 Rewrite Whitman's poem *I Hear America Singing* to modernize it. Defend your choice of new characters.

<u>Analytic Writing 5:</u> 6,7,8.W.1 Write an essay that explains how you believe prejudice has increased or decreased in your lifetime. Provide evidence to support your claims.

<u>Analytic Writing 6:</u> 6,7,8.W.9 Complete the following table, using any 10 characters mentioned in Module A.



Character	Text Title	Static/Dynamic	Physical Traits	Personality
Name		character		Traits



Narrative Writing: 1-2

<u>Narrative Writing 1: 6,7,8.W.3</u> Select a character from a text that we've read in Module A. Based on evidence presented in that text, compare and contrast your personality traits to theirs. Describe at least three ways that you are similar and at least 2 ways that you are different.

<u>Narrative Writing 2:</u> 6,7,8.W.3 Laurie created a special mailbox for members of his household. Write a letter to one member of either household. Share a personal funny/interesting experience with them, as well as build upon an event, based on the text that actually occurred in the book.





Research Projects

Research Project: 1 (one to two weeks)

Integrate knowledge from sources when composing

- Address a significant topic, problem or issue
- Gather & synthesize relevant information from several texts or other media sources
- Assess the credibility of sources
- Effectively & accurately quote or paraphrase sources
- Include basic bibliographic information
- Present findings in a variety of informal & formal argumentative or explanatory contexts

Standards: SL.1_X_ SL.2_X_ SL.3_X_ SL.4_X_ SL.5_X_ SL.6_X

TOPIC SUGGESTION

Famous People of the 19th Century

6,7,8.SL.1 Divide students into groups (people, events, inventions), so they can discuss how to weave the topics into a fluid sequence for presentations.

6,7,8.SL.2 After conducting research, each student should provide an explanation (either oral or written) of how their person, event, or invention contributed to the 19th century.

6,7,8.SL.3 After hearing/viewing a classmate's research project, students will decide if the speaker's argument and claim/s were supported or not, as well as give other presenters feedback using the language listed in the presentation rubric.

6,7,8.SL.4 Each student will present their research project to an audience. The audience may be their class or another class, or even at an event such as Curriculum Night.

6,7,8.SL.5 Student will present his/her research project incorporating graphics, music, images, and/or sounds.

6,7,8.SL.6 When presenting their research project, students will use a formal tone. This should include: word choice, attire, eye contact, and other presentation skills.

Rubric

Research Project Rubric: This may have two rubrics; one for a classroom culminating project grade, and one for PARCC's Speaking & Listening assessment. When the rubric from PARCC is available, the other one can be modified or eliminated.



Sample Module Content Framework – 6^{th} – 8^{th} Grade ELA Module A

Presentation - Grading Rubric

Name(s)	
Presentation Title	

Criteria	Excellent	Very Good	Good	Poor
Preparation	You clearly put exceptional effort into the preparation and design.	You demonstrated very good preparation and design.	Your work showed some evidence of preparation.	Your work appeared to have been done at the last minute.
Visual Aids	Your visual aids added greatly to the presentation.	Your visual aids were clear and helpful.	Visual aids were used, but were very wordy or could have been more helpful.	Your visual aids were not particularly helpful or were not used.
Organization	Your presentation was exceptionally logical and superbly organized.	Your work had a clear introduction, body and conclusion.	Your presentation was generally organized, but lacked some clarity.	The work was poorly organized or ideas were presented randomly.
Articulation	Excellent and clear verbal articulation of major and minor points.	Explained ideas well.	Ideas were stated, but lacked some clarity.	Ideas were difficult to understand.
Use of Examples	Abstract ideas were fully supported with clear examples that others understood.	Most abstract ideas were supported with examples.	Some examples were used.	Examples either were not used or were not helpful.
Precision	Your presentation was laser-focused on the assigned topic.	Your presentation covered all the main points of the topic.	Your presentation covered the topic, but occasionally took detours.	Your presentation strayed from the main topic significantly.
Time Management	You showed exceptional time management skills.	Finished within the allotted time.	You went over the time limit a little.	You seemed unaware of the time or how to manage it.
Overall Quality	Outstanding overall quality. A powerful and memorable presentation.	Covered all the main points and it was generally well-delivered.	Could have put more effort in during the preparation and design stages to increase overall quality.	Generally sloppy. Weak presentation skills. You have the ability to do much better.

This grading rubric was developed by Dr. Sarah Elaine Eaton. This work is licensed under a Creative Commons license. You may use it or change it, but you may not sell it or use it for commercial purposes. Please credit the author for her work by mentioning her name as the original creator.